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ABSTRACT

In fall 1984, the first group of potential Miami-Dade Community College (MDCC) graduates took the College Level Academic Skills Test (CLAST) as a requirement for obtaining an associate degree or being admitted to the upper division at a state university. Of the 997 first-time test takers, three quarters passed the test. A study was conducted to follow 246 students who did not pass the CLAST through the following year to see if they reached their goal of passing the CLAST, and to assess the impact the test had on these students. A short survey was mailed to all 246 students, requesting information on their educational activities and goals; perceived reasons for not passing the CLAST the first time; subsequent success on the CLAST; reactions to failing the CLAST; and ways students would prepare better for the test. Study findings, based on a 41% response rate, included the following: (1) students failing the CLAST differed from those who passed in several ways, including the number of English as a second language credits, performance in English courses, and performance in math; (2) 162 students (66%) retook the CLAST, and 53% of these students passed; (3) of the 158 students who reenrolled at MDCC, 26% were still at the college in fall 1985; (4) 23% of the group reported having changed their goals as a result of the test; (5) students' responses to their failing scores varied from "upset," to "surprise," to "angry"; and (6) students' reasons for their failing the CLAST were also varied, with some students stating that they did not take the test seriously, while others judged the test as "unfair." The questionnaire and student responses are appended.
(EJV)

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A LONGITUDINAL FOLLOW-UP OF STUDENTS
WHO FAILED THE CLAST IN FALL, 1984

Research Report No. 86-20

May 1986

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JC 860499

A Longitudinal Follow-Up of Students Who
Failed the CLAST in Fall, 1984

After two years of preparation, in the Fall of 1984 the first group of potential Miami-Dade graduates faced the College Level Academic Skills Test (CLAST) as a new hurdle. This hurdle had to be cleared in order to receive an A.A. degree and/or be admitted to upper division in the State University System. The hurdle was successfully crossed by three-quarters of the group of 997 first-time test takers planning to receive an A.A. degree. The other fourth were left behind due to failing one or more of the sub-tests. Now more than a year has passed. What happened to this group? Did they give up and quit school? Did they keep trying to pass the CLAST? Did they succeed? The purpose of this study was to follow this group across the last year and see if they had reached their goal of passing the CLAST. A second issue was to assess the impact the test had on these students and their perceived reasons for not passing the test the first time.

PROCEDURES

Data on the students failing the CLAST were gathered in several ways. Registration tapes for the next four terms (84-2, 84-3, 84-4, and 85-1) were matched against student numbers to see how many of the 246 students re-enrolled at M-DCC. The M-DCC test master record (TMR) was also searched to see how many students retook the test and subsequently passed. It is important to note that this file contains test results of all students who took the test at Miami-Dade or who took the test at another institution and requested that a copy of the results be forwarded to Miami-Dade. Particularly in the case of students who passed three parts of the CLAST and enrolled in the SUS, it is expected that at least some, and perhaps most, of these students did not send their results back to M-DCC. Therefore, findings of this study are probably an underestimate of the total number who retook the test and passed.

To gain information on students' personal reactions to the test, a short survey was mailed to all 246 (see Appendix A for a copy and results). It was returned by 102 or 41% of the group. Considering 13 letters (5%)

were undeliverable, the return rate improved to 44%. This return rate was still low enough to be concerned about bias in the results of respondents compared to non-respondents. Therefore, chi-square tests were run between the two groups (respondents and non-respondents) and ethnic membership, gender, and cumulative grade point average. All three tests indicated that there was no relationship between whether the respondent returned the survey or not and these three demographic variables using an alpha level of .05. While this finding still does not ensure that respondents were representative of the entire group, it makes it more likely.

RESULTS

Curricular Characteristics of Failers vs. Passers

Students who failed the CLAST differed from those who passed in several significant (and previously documented) ways. Of those who failed the CLAST, 26% had ESL credit compared to 3% of passers ($X^2 = 117.8$, $p = .0001$). Though there was no difference between the two groups on the percentage who completed both ENC 1101 and ENC 1102 with a "C" or better, the distribution of grades received in the two classes was different with passers earning more "A's" and "B's" and failers earning more "C's". In the area of math, more passers (70%) had completed MGF 1113 with a "C" or better compared to failers (59%). The difference was statistically significant ($X^2 = 11.7$, $p = .001$). Recall that this is the course most campuses use to directly address the CLAST Computation competencies.

Retaking and Passing the CLAST

A total of 162 or 66% of the group retook the test according to M-DCC files. Of the total group of 246, 35% passed, 31% failed, and 34% have not attempted the test again according to M-DCC information. Of those who repeated the test, 53% or 86 students passed. This improves the initial pass rate of 75% to 84% after one year, an 11% increase. Recall that these figures probably underestimate the longitudinal pass rate since we do not have access to statewide data. This contention is bolstered by the survey results. According to the survey, 84% instead of 66% had retaken the test. The pass rate reported by the survey group remained similar, however, at

51%. Using these numbers, 105 students would have passed the test, raising the passing rate of the total group to 86%.

Not surprisingly, current CLAST status (defined as taking and passing the test one year later) was related to the number of subtests initially failed and which ones they were. As shown by Table 1, 73% of those who initially failed one test had passed all four one year later compared to 19% of those who failed two tests. In fact, if students retaking the essay were excluded, the passing rate would have been almost 100%.

Subsequent Enrollment Patterns

A total of 158 or 64% re-enrolled at M-DCC for one or more terms. Most (127) re-enrolled for the term following the CLAST. A surprising number of students (65), however, were still enrolled in the fall of 1985. This means that of the total group, 26% were still at Miami-Dade one year later. As many students failing one subtest re-enrolled as students who failed two or more (see Table 2).

Based on the results of the survey given, it is estimated that 55% subsequently enrolled at an institution other than Miami-Dade. Most (39 of 56) enrolled at FIU where they were pursuing either B.A. or B.S. degrees. The next most frequent placement for former students was either Barry or St. Thomas where four students enrolled, or a vocational program, again with four enrollees. See Appendix A for a more complete listing of results.

Changing Goals as a Result of CLAST

On the survey students were asked if their goals had changed as a result of the test; 23% said they had changed goals. Another indication is the previously reported number of students enrolled in vocational programs (4), since all students had stated at the time of the CLAST that they planned to obtain an A.A. degree.

Reactions Upon Receiving Test Results

As part of the follow-up survey, students were asked to think back to the time they received their scores and to check a series of adjectives

which could describe their feelings at that time. The most frequent reaction, students reported, was being upset when they saw their scores; 47% selected this adjective. The next most frequent reaction was surprise; 35% of the respondents had this reaction. Somewhat fewer felt accepting (31%) or angry (28%). The actual numbers can be found in Appendix A.

Students' Reasons For Failure

Students were also asked for the main reason they had failed the CLAST from a list of six possible reasons. Included on the list were personal causes (I did not think it was important to perform well in my classes, I did not prepare for the CLAST, I was too nervous to do well on the CLAST), institutional causes (college teaching did not cover CLAST domain adequately, high school did not prepare me for college), and causes directly attributable to the test (CLAST was an unfair test). An "other" category was also included. Most students (23 or 25%) selected the "other" category; 19 of these students mentioned under this category that they did not have enough time to finish the test. Their verbatim responses are listed in Appendix B. The next most frequent reasons were personal causes: nervousness (23%) and not preparing for the test (19%). Believing the CLAST was an unfair test was selected by 13% of the group. Fewest blamed the college (12%) or the high school (8%). No one believed they failed because they did not think it was important to perform well in their classes.

A Backwards Look at Preparing for CLAST

At the end of the questionnaire, students were asked the following open-ended question: If you could go back to a period of time before the CLAST, what if anything would you do differently in preparation for CLAST? Verbatim student responses and the other comments which flowed from students answering the survey are listed in Appendix C. Most students responding indicated that they would have taken more courses or workshops or generally sharpened their writing skills. Many students also mentioned that they would work on their speed and timing during the test. Here, as well as other places in the questionnaire, students mentioned the problem of not having English as a native language. To quote one student:

I knew that math wasn't a problem, but writing in English a whole composition was. So I should have prepare my self

better than what I did. I just hope you will understand the difficult it is to write in a foreign language.

The "other comments" section continued with more student reactions to the CLAST. It was obvious both that a number of students had difficulty in writing, and that much energy (both pro and con) had been generated around the issue of the test. To provide some flavor of the controversy, the following comments are offered:

- I believe that the CLAST should be given to every student, but not as a requirement to enter an upper division.
- I really enjoyed taking the CLAST test and the result as well. it helps the College students to be aware of what they should or have to know for they qualifications. Also the Board Education and any institution can evaluate what they are capable of doing as college students.
- I don't think that is fair to pass a single test to obtain a A.A. degree. I suggest to have a test that will score your abilities in your major or career.

The open-ended responses on the survey provide much useful information which is difficult to summarize. You are urged to read the comments section in full to obtain the richness of the data provided.

DISCUSSION

Compared to those who passed, students who failed the CLAST in the Fall of 1984 were more likely to have ESL credit, to have lower (but still passing) grades in their English courses, and to not have taken MGF 1113. These characteristics were also clear from survey responses where students expressed difficulty passing the essay in English, surprise at not passing the CLAST, and a belief that MGF 1113 was a valuable course.

Despite their initial failure, most students continued to try and pass the CLAST. Enough passed to raise the original passing rate of 75% to 84% (an 11% increase) after one year. However, only about half of the failures group had passed all four sections after one year. Most are sticking to their original educational goals, and many report having

enrolled in a four-year institution, usually FIU. It is doubtful, however, that this behavior can continue unless these students leave the state of Florida, enroll in a private institution without state financial aid, or give up their degree-seeking goals. As one student wrote about this dilemma:

Please help me [find a writing class], because my school (FIU) bother me a lot for passing the essay part. I have a lot of problems. If I cannot continue my education I have to consider myself as a dead female, because in the world we are living now education plays a very important role. I have to prepare my future. PLEASE HELP ME.

Many students believed they could have passed the test if only they had been given more time. Other students believed that they would have performed better if they had been better able to control their nervousness or to have spent more time in direct preparation for the test. Only a few students believed they should have been better prepared by the College. Though students disagreed on the fairness of the test and the use of the test for receipt of an A.A. degree and admission into upper division, all realized its importance to their lives.

This group of students probably felt the impact of the CLAST standards more than any group at any other time before or since. For one thing, not all the curricular adjustments were in place to provide them help (including completion of MGF 1113 and ENC 2301). Though we know that two-thirds remained at M-DCC, we do not know how many of this group stayed to take advantage of other courses and workshops to improve their performance on CLAST. Nor do we know what help was available in upper division for these students opting to enroll there without passing the fourth test. Passing the essay, however, is a problem which continues to plague Miami-Dade students. About 65% of this group that needed only the essay had passed one year later. What did this group do that the other 35% did not? Is there a way that M-DCC has helped or can help further? In future follow-ups, this issue will be addressed.

Table 1
Current CLAST Status and Subtests Initially Failed

Subtest	Retook and Passed*		Retook and Failed		Did Not Retake	
	Number	Percent	Number	Percent	Number	Percent
Failed 1 Subtest						
Reading	12	87.5	1	7.1	1	7.1
Writing	10	62.5	0	-	6	37.5
Computation	2	40.0	0	-	3	60.0
Essay	51	40.8	27	21.6	47	37.6
Subtotal	75	46.9	28	17.5	57	35.6
Failed 2 Subtests						
Reading/Writing	0	-	2	50.0	2	50.0
Reading/Computation	0	-	1	100.0	0	-
Reading/Essay	6	18.2	18	54.5	9	27.3
Writing/Computation	0	-	0	-	0	-
Writing/Essay	2	9.1	12	54.6	8	36.4
Computation/Essay	0	-	1	50.0	1	50.0
Subtotal	8	12.9	34	54.8	20	32.3
Failed 3 Subtests						
Reading/Writing/Computation	0	-	1	100.0	0	-
Reading/Writing/Essay	3	23.1	8	61.5	2	15.4
Reading/Computation/Essay	0	-	2	50.0	2	50.0
Writing/Computation/Essay	0	-	1	100.0	0	-
Subtotal	3	15.8	12	63.2	4	21.0
Failed 4 Subtests						
Reading/Writing/Computation/Essay	0	-	2	40.0	3	60.0
Total	86	35.0	76	30.9	84	34.1

*Passed is defined as passing all four subtests.

Table 2
Re-enrollment Patterns at Miami-Dade Community College
Based on CLAST Subtests Failed

Subtests	Re-enrolled at M-DCC		Not Enrolled at M-DCC		Total
	Number	Percent	Number	Percent	Number
Failed 1 Subtest					
Reading	8	57.1	6	42.9	14
Writing	8	50.0	8	50.0	16
Computation	1	20.0	4	80.0	5
Essay	87	69.6	38	30.4	125
Subtotal	104	65.0	56	35.0	160
Failed 2 Subtests					
Reading/Writing	2	50.0	2	50.0	4
Reading/Computation	0	00.0	1	100.0	1
Reading/Essay	23	69.7	10	30.3	33
Writing/Computation	-	-	-	-	-
Writing/Essay	14	63.6	8	36.4	22
Computation/Essay	2	100.0	0	0.0	2
Subtotal	41	66.1	21	33.9	62
Failed 3 Subtests					
Reading/Writing/Computation	0	0.0	1	100.0	1
Reading/Writing/Essay	7	53.9	6	46.1	13
Reading/Computation/Essay	3	75.0	1	25.0	4
Writing/Computation/Essay	1	100.0	0	00.0	1
Subtotal	11	57.9	8	42.1	19
Failed 4 Subtests					
Reading/Writing/Computation/Essay	3	60.0	2	40.0	5
Total	159	64.6	87	35.4	246

Appendix A

SURVEY OF FALL 1984 CLAST TEST-TAKERS

Instructions: The purpose of this survey is to assess the reactions of students who did not pass all four sections of CLAST on the first attempt. Please respond to the following questions as fully and openly as you can. Since group results will be reported, you will not be identified in any report.

1. _____ Since October 1984, have you enrolled at an educational institution other than M-DCC?
1) YES 2) NO
(56) (43)
2. _____ If yes, what is the name of the institution?
FIU-39, FAU-2, UM/NOVA-2, UNF-1, UF-1, BARRY/ST. THOMAS -4,
Out of State-1, Other CC-1, Vocational School-4
3. _____ If yes, what degree/certificate are you pursuing?
Degree/Certificate BA-27, BS-23, Other-9.
4. _____ Which of the following do you believe was the main reason why you did not obtain a passing score on one or more parts of the CLAST?
11 - a. college teaching did not cover CLAST domain adequately
7 - b. high school did not prepare me for college
0 - c. I did not think it was important to perform well in my classes
17 - d. I did not prepare for the CLAST
21 - e. I was too nervous to do well on the CLAST
12 - f. CLAST was an unfair test
23 - g. other (please explain) See Appendix B
5. _____ Have your educational goals changed because of CLAST?
1) YES 2) NO
(23) (77)
6. _____ Have you ever retaken the CLAST?
1) YES 2) NO
(85) (16)
7. _____ If yes, did you pass all section(s) that you previously failed?
1) YES 2) NO
(40) (38)
8. _____ If you have not retaken the CLAST, do you think you will ever retake the test?
1) YES 2) NO
(13) (3)

Please think back to the time that you received your CLAST scores. Which of the following adjectives apply to your feelings upon seeing your test results? (check all that apply)

- | | | |
|-------------------------|--|-----------------------|
| 9. <u>29</u> angry | 10. <u>8</u> numb | 11. <u>48</u> upset |
| 12. <u>36</u> surprised | 13. <u>14</u> relieved | 14. <u>12</u> pleased |
| 15. <u>32</u> accepting | 15. <u>11</u> other (please explain) _____ | |

If you could go back to a period of time before the CLAST, what if anything would you do differently in preparation for CLAST?

See Appendix C

Other comments:

See Appendix D

Thank you for participating. Would you like a copy of the survey results when they are available?

- 1) YES 2) NO

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Appendix B

OTHER RESPONSES TO QUESTION 4

- o My English was not good enough to pass such a test.
- o Not enough time in the essay part.
- o I wasn't prepare to write in such a short time such a well-developed essay as it had to be.
- o Time constraint (essay).
- o I did not prepare for the CLAST. I thought I could just walking and pass all 4 parts.
- o Becuse English is not my native language.
- o Short amount of time.
- o The unusual Reading Subject matter and the Time (too short).
- o Because of my language.
- o Lack of seriousness.
- o I failed the written test, and I think that the CLAST was too hard for me, because English is my second language.
- o English isn't my main language.
- o Not enough time to perform well.
- o The timing was too short for me on the essay part.
- o The given time for the reading section was too short.
- o I am bad under pressure and find it hard to write well under that kind of pressure.
- o Putting thoughts together for essay.
- o I was ill -- my car radiator connected to the interior of the car broke; the fumes caused severe intoxication. I just passed out during writing my essay--I did not want to quit. With the passing of time I was more myself and able to continue. Thank you.
- o I was not required to take Algebra, trigonometry and other areas on math part in High School. I feel this is unfair to test me on this.
- o Essay section did not give me enoug time to be done properly.
- o Most of essay was left on scrap paper.

OTHER RESPONSES TO QUESTION 4 cont.

- o Subject of essay "Anxiety".
- o Run out of time in Essay.
- o CLAST is unfair for students who speak English as a second language.
- o I passed (3) parts. I have to retake math.
- o Pressure of the timed essay.
- o English is my second language.
- o Trouble with writing essays in English.
- o Clast is too long and too compact for the time given.
- o Teaching did not cover essay part well.
- o Not enough time on the reading part.
- o Didn't have enough time to answer all the questions.
- o Not enough time allow during the test.
- o I didn't have enough time.
- o Unfair timed test.
- o Effects of high B/P medication.
Glasses needed changing.
- o See other comment section [re: English as Second Language].
- o The time that you have in Reading Part.
- o This preparation is High School's job in College there are many new information sarounding the specefic major that student should not have to be concern about his English
It is completly unfair to forign student. Lets not kid ourselves.
You can't learn English with couple of ESL & English composition.

Appendix C

IF YOU COULD GO BACK TO A PERIOD OF TIME BEFORE THE CLAST, WHAT IF ANYTHING, WOULD YOU DO DIFFERENTLY IN PREPARATION FOR CLAST?

- o Take some writing classes.
- o The Clast is a very important test to graduate from MDCC and to enter an upper level of studies. I will like the opportunity to have not only the mathematics course to prepare my self, but also course in the rest of the subjects.
- o I would take my regular English courses at high school to improve my English before entering college, because college doesn't teach it.
- o I would go to a private high school because public high school did not prepare me for college.
- o Take the English class that was required the year after I was supposed to graduate, that class helped me pass the essay test the 2nd time.
- o I have no way of knowing, because no one of the teachers knew exactly how to prepare for the essay part. Each and every teacher had a different idea.
- o If I could go back to a period of time before the Clast, I would prepare more for the essay part because it is difficult for me to express my ideas on paper. Although, I think my essay paper should have received more than 2 points.
- o As do I have to take the essay part, I wish that I will write more, and if we can find a writing class that can help me to do better in the test, we can write me about it because I will try to take the essay part in May or in the Spring Term. I think if I prepare for 4 months I can be ready for it. Please help me, because my school (FIU) bother me a lot for passing the essay part. I have a lot of problems. If I cannot continue my education I have to consider myself as a dead female, because in the world we are living now education plays a very important role. I have to prepare my future. PLEASE HELP ME.
- o I would prepare better for the essay and reading sections.
- o I would have taken a class to prepare me for the essay part of the test.
- o I would have practiced more for the essay better.
- o Take more time to prepare myself for Clast.
- o Take more classes that would prepare me better for the essay portion.
- o Prepare more for the composition part.

IF YOU COULD GO BACK TO A PERIOD OF TIME BEFORE THE CLAST, WHAT IF ANYTHING, WOULD YOU DO DIFFERENTLY IN PREPARATION FOR CLAST?
cont.

- o I did a lot of job for it and not obtain a passing score, stile I wounder. But I blive CLAST TEST is not the Important for the student, or should be come the other way, just open questions, not like that triky, and very similar each of the answers, anyway, I am going take it again and I will see.
- o I would have take more english courses that geared or prepared me for the Essay portion of the test.
- o The math class I took was excellent that prepared me. I'm just not good in math in general I should have taken it twice.
- o I would have like to attend the workshops that were offerred at M-DCC.
- o Move to another state.
- o Take a little time to look over material.
- o If I could go back to a semester before the Clast, I would take the ENC 2301 class before it.
- o None
- o I would prepare myself for the CLAST Test. Go to the workshop and prepare myself for the subjects on the Clast that I was weak. Buy a book from the Book Store on how to prepare for the Clast Test. Go back and try to pass the test.
- o Read and write.
- o Improve my promptness during the time I had during the essay section. I felt my essay was a well thought out one, given more time I would've completed one.
- o Spend more time studying for all of the classes pertaining to the Clast examination.
- o I would try to practice more on the writing which was my weakest point. I would time myself in order to get used to the moment of the test.
- o I would truly and fully participate in all classes given to prepare me for the Clast.
- o I knew that math wasn't a problem, but writing in English a whole composition was. So I should have prepare my self better than what I did. I just hope you will understand the difficult it is to write in a foreign language.
- o Practice my writing skills, trying to be specific and on task.
- o I don't know really. For my second chance I was prepare to take the CLAST, but I didn't pass the essay part.

IF YOU COULD GO BACK TO A PERIOD OF TIME BEFORE THE CLAST, WHAT IF ANYTHING, WOULD YOU DO DIFFERENTLY IN PREPARATION FOR CLAST?
cont.

- o I failed the reading comprehension but that is not something one can study for. I beleive that this is probably the most difficult part/section of the test. It is to long for in the time they give you.
- o Would take the english course now required for the Clast.
- o Write a few essays.
- o I would get a tutor for english and go to all the workshops.
- o Have essay teacher be more serious in my essay practices. She did not help me prepare my self better.
- o I would drill much more on test taking under time pressure.
- o In preparing for the CLAST before the test I would have bassed my attention more on faster reading and be able to understand the passages within the given short time.
- o I would have worked harder on my writting skills.
- o Practice on the essay part.
- o Nothing. I know English.
- o Yes attend Clast preparation classes. They should be offered at a reasonable time.
- o I would write as much as I could, and I would ask for all help that I could get in writing. Finally, I would pray.
- o I'll prepare for the Clast test.
- o I would be prepared to write the essay directly on the test paper instead of using scrap paper. As a
- o As a book on essays, or its equivalent, for there is a standard organization that must be followed if one wishes to succedede.
- o I had such a terrible domestic problem at that time I should go. But I went just because I signed for it. I preview the result.
- o I would prepare for the essay. It was the only section that really challenged me, mainly because of time.
- o In my opinion, there would have been nothing more to do. I found out that this test is almost impossible to pass for people who speak English as a second language. (I only mean the essay section).
- o Study for the math part harder than anything else.
- o I would work just as hard to pass the exam.

IF YOU COULD GO BACK TO A PERIOD OF TIME BEFORE THE CLAST, WHAT IF ANYTHING, WOULD YOU DO DIFFERENTLY IN PREPARATION FOR CLAST?
cont.

- o I would prepare myself better. Practicing much more by myself. Writting as much as I could.
- o Take more English courses in order to get a better preparation.
- o Put more time and effort.
- o I would have taken the Clast test a little more serious and prepare myself better.
- o Nothing.
- o Nothing except spend a lot more time preparing for it than what I did the first time around.
- o I would prepare just for the only purpose of pass the Clast test.
- o Try to prepare more for the reading part. This part needs alot of time.
- o I would do a lot more reading to built up my speed.
- o Forget about being nervous for the CLAST.
- o Review all the materials necessary and train myself to become a better faster answering machine.
- o Take other English courses; classes for instand, English as their second language, gramar and structure of sentence coordination.
- o Review the basics in mathematics and English.
- o Ask more about how to prepare myself for the Clast.
- o The workshops should meet more than 3 times as you do in order to understand every single aspect of the questions that may be asked.
- o I think the CLAST should not be a requirement for graduation.
- o Yes.
- o I will prepare myself better in the essay.
- o Taken the English workshop for Essay part.
- o Be calm.
- o Visit reading lab more often.
- o I would have concentrated on basic skills, sentence structure, and orginization.
- o No.

IF YOU COULD GO BACK TO A PERIOD OF TIME BEFORE THE CLAST, WHAT IF ANYTHING, WOULD YOU DO DIFFERENTLY IN PREPARATION FOR CLAST?
cont.

- o Nothing.
- o I think the problem here is not me but the test itself. I also believe there must be more adequate preparation for students.
- o I wouldn't do anything different. The problem is that students are not given enough time to finish these test. Students worry more about finishing the exam than giving in the right answers.
- o Study harder for the English part as well as math.

Appendix D

OTHER COMMENTS

- o I believe that the CLAST should be given to every student, but not as a requirement to enter an upper division.
- o After the two years at MDCC, after taking all the requirements, I did not pass the ENC 1102 and Clast but I had changed my major and was taking Business English Grammar, and it is the best course of all the others. I suggest that other business major students should take this class in correcting their language skills before taking ENC 1101. My suggestion may help you; I think this class is very important to me.
- o The essay part preparation was poor on the part of all teachers. Each and every one had a different idea as to education preparation.
- o Since my native language is not English and I went to school in Central America, I needed more than three English classes to prepare me for the essay.
- o My score (passing) when I retook the essay part has not been reported from Clast (Gainesville??) to MDCC so my diploma has been in a hold.
- o People are very nervous about CLAST Test in my opinion and I believe so.
- o The 50 minutes given to take the essay part of the test is too short. I was surprised that I failed the essay part, because I have done essays in classes and I have gotten A for them. In 50 minutes, a student is under a lot of pressure. I do not think it is fair to require the Clast test to receive an AS, AA, BA etc. degree. In my opinion it does not measure a person's knowledge, competency etc. It will deny many people a chance to get a bachelor's degree. Also, one more point I like to make. Why required this test now. Why not 20 years ago. Why penalize the students of today. I think they are other formats and steps that could have been taken to make sure all students know their English and their math. This test does not measure a student's ability.
- o I really enjoyed taking the Clast test and the result as well. It helps the College students to be aware of what they should or have to know for their qualifications. Also The Board of Education and any institution can evaluate what they are capable of doing as college students. /Opinion/ I think that failure on one or more of the subtests can't tell absolutely what the student is capable of doing. For, after the first experience some students might do better (Time+Emotion+Experience). The more one knows about something, the better he can do or adjust himself to it.
- o I found that classes meant to prepare you for different sections of the Clast were cancelled due to lack of enrollment for these classes. I would very much like to see improvement in this area.

OTHER COMMENTS cont.

- o Please, stress to students, that relaxation and being mentally prepared is extremely important for a successful score.
- o The college should search and see if they are prepare to give the Clast. Lots of colleges do not prepare their students for this test.
- o Besides my personal problem [not a native English speaker] I think that the CLAST is good.
- o What is bad is that they don't let you know the reason why you failed.
- o I don't think that is fair to pass a single test to obtain a A.A. degree. I suggest to have a test that will score your abilities in your major or career.
- o At the time that I took the CLAST, I failed the essay section because of the little time for the quality of work spected.
- o Fast reading has been one of the main problems among CLAST candidates, is better preparing them more on reading.
- o Choose better and more popular subjects. Something that almost everyone has info. on.
- o Your teachers are excellent!
- o I think the math part was totally unfair. Many of the area's covered I did not have to take in high school. I graduated in 1977. I had the required classes in math, but Algebra, Logic and other area's were never taught to me.
- o You should reconsider essay time.
- o Yes, I can write well, and speak well, but I did not pass the essay part of the exam. I must follow rules that you! establish. I passed all my other essays, especially when I knew the subject.
- o I took MGF 1113 and a 5 hour review class with Professor Gill, and that helped a lot.
- o I hope that this survey will solve the problem for me and many students like me. The only thing that is holding my A.A. is the CLAST.
- o I think the big handicap in that exam is the timed essay.
- o None.
- o Provide more English Program, besides ESL courses, for those students who native languages is other than English.

OTHER COMMENTS cont.

- o I can contribute to this survey by saying that a test should always be taken to predict the level of knowledge a person holds or has accomplished. However, I find the CLAST "myself" being a little unfair in the sense that first, there isn't enough time given to students; which impair the ability of the students to comprehend the material at its maximum. Also there were situational problems in the math section which "I'm sure", not that many people have been exposed to.
- o John is presently attending USN the nuclear training program at Great Lakes.
- o The Clast test is an essay test, but if you do not prepare yourself to take it, you fail it.
- o The Clast workshops were very helpful to me. I hope you continue to have them.
- o The Clast test is fair and truthful. Although the time to answer the questions may be short, I love it.
- o I strongly suggest, that more students with latin background have a different kind of test.
- o It is very very unfair for Miami Dade to withheld the degree of students who have successfully completed the requirements to the award of the degree/diploma/certificate. If passing Clast is a necessity because the government of Florida says so, then Clast requirements should be included in the "school requirements" leading to the award of degrees.
- o I hope that the next CLAST is more interesting. Thank you.
- o School should give more review sessions, and also reduce each session to less hours, or the student will get tired.
- o It is good because it makes you to review, but it is not a scale to evaluate your knowledge or habilities.
- o I believe that Miami-Dade is a credit to the collage system. I believe that they should be more selective when accepting teachers.
- o I believe 50 minutes is impossible to write a good essay! Students including me, get too nervous when they are taking timed test!
- o CLAST should be taken before College.
- o I am E.E. major, I have failed the essay four times if this program becomes an opstical I will simply choose another state from this big 52 state country and if somebody does not do anything about it you will see how fast the number of forign students who are paying lots of money, will decrease in Fla.
- o None.